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ABSTRACT

The nature of counseling in the year 2000 will be determined more by developing social needs than by existing programs. Since the direction of social development is toward increasingly dynamic, complex, and potentially stressful times, counseling services must be responsive to such conditions. The university counselor of the future will need to be more: (1) interdisciplinary; (2) vocationally flexible; (3) culturally aware; (4) willing to affect changes in the structure; (5) open about his own values; (6) venturesome and less centralized in his work location; (7) responsive to situational dynamics; and (8) innovative in his helping responses. The author sees Caplan's Community Mental Health Model as the best contemporary model for fitting these qualities into a theoretical framework. It looks at the promotion of mental health on three levels. A counseling service built upon these principles would be a loose and flexible consortium of professionals with a team approach to situational problems, and stable centers for certain educational and therapeutic purposes. (RSM/Author)

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THE CLOUDY CRYSTAL BALL: A PROJECTION OF THE NATURE OF THE UNIVERSITY COUNSELING CENTER IN THE YEAR 2000

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I. The Situation

Peering into the future and prognosticating about the shape of things to come is something like betting on a horse race. You collect all the hard data you can about which horses ran where, when, at what age, what weight, in what time, on how long a track and in what weather conditions. You read the betting odds. Then you listen to all the rumours, tips, gossip and stable talk you can manage to overhear. If you're onto the marvels of psychodynamics you turn things over to your unconscious until a "hunch" developes. Then you consult your horoscope to see whether it's a good day for risky ventures. When you have run out of foci for anxiety and ambivalence you must finally pay your money and take your chances. As often as not your horse runs a poor third while the chap next to you who bet on a horse whose number was the same as his wife's shoe size, wins the daily double.

Projecting the nature of the University Counseling Center in the year 2000 is at least as risky as that.

Any reasonable projection of things to come must begin with an understanding of the present. Since the nature of couseling centers in the year 2000 should be determined more by developing social needs than by existing structures, the scope of understanding must include more than broad features of the arrangements and services in contemporary counseling centers. Such an analysis of the culture should pay special attention to the direction of social movements, developing cultural problems and the personal and interpersonal stresses created by such changes and problems. The decision to look to the culture

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rather than the programs of contemporary counseling centers was further strengthened by a study we recently completed at Boston University[1] of four urban university counseling centers (including our own) all of which exist in the heart of a changing social ecology. The study revealed a surprisingly conventional pattern of helping services, a paucity of theorizing about the nature of change in the culture and very few innovative developments geared to meet human needs in the face of social change. It is not then the analysis of counseling centers which promises to be most fruitful, but the analysis of the social context in which they exist.

Eric Trist[2] has offered a useful schema for the analysis of the social environment in a post-industrial world. It is a systems analysis model which can be used on almost any sized social unit. Focussing on such features as complexity, stability, interconnectedness and rate of change, Trist identified four types of environment.

Type I he called the placid, randomized environment. This is an environment in which goals and noxients are randomly distributed. Social organization still exists in single, small units. There is no difference between tactics and strategy. When there are conflicts

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[1]The four Universities were Temple, Pitt, Wayne State and Boston University.

[2]Trist, E. L. 1967 The relation of welfare and development in the transition to post-industrialism. In Proceedings of the International Seminar on Welfare and Development 1967 Ottawa.

between persons or groups they are negotiated directly either by compromise or confrontation. Such a pattern usually exists where there are adequate territorial reserves, adequate privacy and separateness between individuals and groups and a fairly simple social structure with a relatively slow rate of change. Such an environment is static, usually maintaining a steady state.

Type II is the placid clustered environment. In this case the environment also maintains a steady state with relative ease, but the goals and noxiants are not randomly distributed. They hang together in certain ways. Organizations become multiple and tend toward centralized control and coordination. The need arises for strategy as distinct from tactics. Under this system well defined interest groups; commercial, labor, student, religious and minority develope with central controls and representation.

Type III A third type of environmental structure consists of a clustered environment with more than one system of the same kind. That is, the objects (or objectives) of one organization are the same as those of others like it. The organizational relationships are dynamic rather than static. Territorial reserves are much thinner. Steady states are of shorter duration and change is more rapid. Competition is an important feature of such a culture and competitors seek to enhance their own chances by hindering each other. Between strategy and tactics there is a new type of organizational response which Trist calls operations. This type of environmental structure is more dynamic, more complex and more potentially stressful than either I or II.

Type IV A fourth environmental type is also dynamic, but in more than one respect. The dynamics arise not only from the interactions of identifiable component systems but from the "field" itself. From the "ground" as well as from the organizational "figures". When such a level of complexity is reached the environmental situation is known as a "turbulent field" where turbulence results from the complexity and multiple character of the causal interconnections. In this type of social environment field organizations, however large, cannot adapt successfully through their direct interactions. Social steady states are difficult to achieve and can only be achieved through the enhancement of those values which are shared by all the members of an environmental field. The Type IV situation is the most dynamic, complex and potentially stressful of any of the four types.

Several conclusions can be drawn from this brief presentation of these four models. They move progressively from less complex to more complex models of social organization. They move from most static to most dynamic and from most steady to most stressful. They are directly related to problems of increasing population density and diminishing territorial reserves. It can be asserted that all four types exist in the world (and probably in the United States) but that the direction of social development is toward Type IV situations.

II. The Meta-problems

Under Type IV conditions a new type of diffuse social problem arises. Chevalier[1] calls them meta-problems. These problems have developed very wide ramifications through the increased connectedness of the causal texture of the environment. (One must use an ecological model to understand this process. Such problems exist in a matrix that is so fully populated with a structure so intimately related through communication and social organization, that if you have a problem pressing at any point the result is more like a trampoline than a bed with coil springs. The pressure point radiates to the entire surface.) This quality of diffuse extension is widely perceived by the members of a society. That is to say it is existential. Problems of poor physical environment, social deviance, sickness, unemployment, delinquency, economic stagnation and low income come to be seen as part of one meta-problem: poverty. The loss of coral in the South Pacific, the Red Tides in California, the furor over the construction of a Whitbread brewery on an English green belt, the demonstrations by residents adjacent to the A1 Highway in England or Logan Airport in Boston over the noise problem, the debates in General Motors and the U.S. Congress over "safe" levels of toxic wastes from automobiles may all be seen as contamination of air, land and water and labeled as one meta-problem: pollution.

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[1] Chevalier, Michel. Appendix IV in Trist, Eric. The relation of welfare and development in transition to post-industrialism. In Proceedings of the International Seminar on Welfare and Development 1967 Ottawa, Canada.

"These and many other clusters of problems . . . or problem areas . . . have come to be commonly perceived as single massive problems in spite of their multi-faceted compositions." Hence the label meta-problems. The university counseling center of the year 2000 will exist in a Type IV situation. This means a situation with high levels of social complexity, much dynamic interaction, difficulty in achieving and maintaining steady states, increased group and individual stress and diminishing natural and territorial resources.

The most commonly discussed meta-problems of our time appear to be population, poverty, pollution and racism. These have been discussed in many contexts more fully than can be the case here. They will still be problems in the year 2000 even if the most effective and concerted efforts were made by all the people of the world, beginning now, to solve them, because it will take more than thirty years to clear the air and streams, bring all humans to freedom from poverty and indignity and to work through the increased racial identity that is current to a point where all men are either color blind or mutually respectful of racial differences. While these problems will not be discussed directly they are so interwoven with any analysis of contemporary culture that they will reappear of themselves. I would, however, like to select several mini-meta-problems which I see to be directly related to the work of counseling centers.

I. The Crowdedness-privacy problem

In Bethesda, Maryland there is a colony of rats living out an interesting experiment in crowdedness. They live in cages with plenty of ventilation, plenty of light and food. The cages are kept clean and provided with exercise ramps. All these are constant, the experimental variable is the number of rats in the cages. The experimentors have simply increased the number of animals in a cage and studied the results. At first (to use slightly anthropomorphic terms) the animals became "nervous" then "irritable" then combative and finally "apathetic" with withdrawal from activity and loss of appetite. While no anthropomorphic bridge will be built here, the behavior of the rats is strikingly similar to that of human beings who are caught in situations of intense overcrowdedness. As the population increases it becomes more difficult for human beings to be alone in any restorative sense or to be with others in a deeply interpersonal sense. The result is a feeling of crowdedness punctuated with noise. Faced with the noise of super highways, jet airplanes, traffic snarls and commuter railroads the only escape for the urbanite is into a different kind of noise such as rock music, television, cinemas or cocktail parties. The actual decibels to which the average urban person is subjected are in themselves exhausting. Add to this the constant jostling for space for cars and persons, the decreasing areas of safety and solitude in the parks and green belts of cities and it is easy to see why there may be an increasing level of individual tension.

Graubard[1] suggests that in the year 2000 there will be university cities, whole cities whose business is not commercial but educative. He says that students may spend portions of their time in several university cities before receiving a degree, making the role of the student even more ambiguous than it is at present. While this may be true, it can only prolong and deepen identity problems.

Individual human beings find it increasingly difficult to establish the conditions necessary for satisfactory ego development. Good ego development requires an accepting awareness of one's own body, appropriate intimacy (including tactility) with strong, accepting adults during infancy and childhood, encouragement of personal mastery of the physical environment through manual and motor skills, freedom to develope and discuss ideas, a reasonably good balance of dependency and autonomy, enough opportunity for solitude to know what it means to be one's self alone and enough community with others to keep one from feeling unduly lonely. These conditions are very difficult to establish in the rapidly urbanizing world in which we live. The social structures around the world are in accelerated processes of change heightening the normal tension of living to the point where the neurotic personality of Karen Horney's time has become the existentially anxious personality of our time.

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[1]Graubard, Steven. Daedalus Spring 1967

II. The Speed of Change Problem

Many of the changes in social conditions taking place in the world today are inevitable consequences of increased population and of a world shrunken in size by modern communication. There is no longer enough territory nor enough cultural isolation for a man to be unconcerned about or uninvolved with his fellow human beings. At least three major changes in man's view of himself and his society are being forced by the increased world population and the modern technology of travel and communication which have so effectively shrunken the world psychologically.

The first of these changes is the move toward the liberation of the economically poor and physiologically dark complexioned persons of the world. Most often they are the same persons. The world is too intimate for them to be convincingly seen as genetically inferior, temperamentally lazy, or intellectually less capable than those who have been in power over the past few centuries. Such myths simply cannot be perpetuated in the face of the everyday empiricism of greater contact and observation among persons of different races, social structures and power groups. In addition to this the oppressed and impoverished persons of the earth have gotten a glimpse of freedom from poverty and powerlessness as a result of the communications media and the ease of travel. In a world with rapidly increasing population that is so used up territorially it is understandable that efforts by the poor people to equalize the power balance should take the nature of

socialistic political movements which both attempt to limit exploitation of one class by another and depend upon social interdependence and consensus for a power base. The political fact that most such efforts include a new kind of exploitation of the people by socialistic rather than capitalistic leaders is a matter for discussion in some other context.

The second of these changes in man's view of himself is represented by what has come to be called the new morality. As a direct result of the increased proximity of human beings to each other old social systems no longer have the holding power in terms of human behavior that they once had. This effect can be seen in the reduction of the direct influence of the church on sexual morality, the decreasing power of racial taboos on moral behavior and in the experiments in communal sexual behavior practised by enclaves of persons least in the center of western social patterns.

From a cultural anthropological point of view, it is necessary for man to make adjustments in his patterns of social relatedness, including sexual behavior, whenever profound changes in his relationship with his environment occur. These changes are natural adjustments through social evolution to the changing circumstances of human existence. But this does not convey the temporary social disruption and accompanying individual tension experienced by the persons involved in such social and cultural transitions. The rate of change in social systems has a direct effect on the ease with which persons can "adjust" to the world around them and hence on the amount and extent of individual anxiety and pathology. Social pathology and individual pathology simply are not the same thing and one does not always beget the other. A whole

society can be sick without making the individuals in it highly personally anxious. On the other hand a society can be getting well from its sickness of economic repression and racism and cause many individuals to experience debilitating personal anxiety as the social rules and structures begin to change. The most sensitive thing about being either a psychotherapist or a social reformer is to learn the pace at which your patient can change without inducing destructive anxiety.

The third change in man's view of himself, which is directly related to the population growth, is what has been called "density-related ethics". This concept is best represented in this context, by the current turmoil, around such subjects as birth control, abortion and the social acceptance of homosexuality as a viable way of life. The term was introduced to recognize a state of affairs in which ethics change as population (and especially overpopulation) increases. The conventional ethic with regard to birth control, abortion and homosexuality can be symbolized by the biblical phrase "be ye fruitful and multiply and replenish the earth". This has been translated into behavioral agreements such as the following: do not waste your seed, do not refuse your husband, do not prevent conception, do not destroy life through abortion, claim all the land you can, make your land produce as much as possible, you have a right to the fruits of your land to use as you wish.

The contemporary density-related ethic recognizes the proximity of people to each other and the dwindling supply of natural resources. It can be symbolized by another biblical phrase "Am I my brother's keeper". This emphasis is being translated into such behavioral agreements as the following: Do not have more children than you can care for. It is better to abort a newly conceived life than to endanger the mother's ability to care for it. It is no longer necessary for anyone to be poor. Over-population creates poverty, hence it is wrong. The land should belong to all the people. One man should not have too many more possessions than his fellows.

The social transitions involved in the movement from a static to a situational ethical system, with population density as a major determinant, are difficult to say the least. While in the long range this change may allow the development of a social structure more appropriate to the human situation and with more potential for human survival, in the short range the process adds greatly to the anxieties and conflicts of individual persons. It creates conflicts between old and new ethical and moral systems within individuals as well as widening the gap between older and younger generations of persons in terms of moral and ethical practise. This is another of the factors which will continue to exist in the Type IV situation of the year 2000.

III. The Problem of the Knowledge Explosion

The knowledge explosion problem has several important potential consequences for persons concerned about the student generation of the year 2000. The first of these is the problem of education. In analysing

this problem George Miller[1] has pointed out that the amount of knowledge a child must acquire in the process of socialization will increase with the complexity of society. Since the human mind has a limited capacity for acquiring and storing information there must be greater dependence on artificial aids such as digests, libraries, computers and communication devices. While these aids to memory may serve well as knowledge storage devices they may further depersonalize man's environment exacerbating problems in the development of a sense of humanness.

The knowledge explosion problem may also mean that even the most intelligent men will find it necessary to work in teams since no one man can be expected to have all the information necessary to complete complex tasks. This will have two attendant difficulties. The first is that specialization will increase even further creating problems in incommunicable vocational identities, amorphous roles and problems of parent-child identity. In addition, motivational problems may be difficult since men may increasingly blend into teams with little public recognition of personal achievement. It is possible that financial rewards would then be increasingly related to seniority rather than personal performance.

Ramifications of these problems will likely reach the University Campus in the form of less identifiable academic majors and more complex

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[1] Miller, G. Some Psychological Perspectives of the Year 2000 Daedalus Spring 1967.

problems of vocational choice and guidance. This should result in increased amounts of anxiety and ambivalence about completing academic programs and leaving school.

IV. The Problem of an Outdated Political Theory

Lawrence Frank has discussed this problem lucidly[1]. He pointed out that there is a contradiction in the present situation between a political structure that emphasizes the rights and protection of property and an ethos that emphasizes the rights of individuals. There is a shift in process from a doctrine of the equality of opportunity to the equality of human needs. This refers not only to needs for creative comforts but to needs for recognition of the dignity and integrity of the family whether they are poor and powerless or not.

The federal government provides a wide range of professional and technical assistance to business, finance, industry, transportation and communication (to the whole range of free enterprise) with no sense of indignity or shame. But assistance and services to individuals and families have been strongly resisted since there is no adequate rationalization within the present political theory for the extension of such government activities.

Frank suggested a political theory for the "service state", that is obviously emerging, based on the principle of human conservation as the basic democratic task. Social problems should be seen as arising from

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[1]Frank, L. The Need for a New Political Theory. Daedalus 1967 Spring

the neglect and refusal to revise anachronistic institutions and practises.

The current disparity between official government policies and the spontaneously communicated social problems that currently exist are almost bound to create additional Type IV characteristics in the year 2000. There is currently no reason to believe that demonstrations on campus initiated by students who view the University's governing structure as an extension of an anachronistic, hierarchical governmental structure which is reluctantly responsive to poor and powerless members of society will decrease by the year 2000. The disparity between the social ethos and the philosophy of politics presents a meta-problem that is only now emerging into full view.

III. The Changing Role of Counselors

For a good long period of time the counselor has been able, if he wished to do so, to develope one of several comfortable roles for himself. He could be a vocational counselor, using tests and test interpretation as a bridge to the students problem, which was caste within the framework of a fairly stable vocational environment. He could specialize in personal counseling, sealing himself in his office with students for one hour sessions once a week using "Rogerian", "Freudian" or eclectic (and more recently, behavior therapy) theoretical models and techniques. He may be a specialist at helping with academic problems; using his knowledge of the curriculum to help students plan their courses, giving support during examinations; teaching students to organize material, helping them talk

out their deadline fears. There have been counselors with combinations of these and other skills all neatly tucked into pigeon holes in a fairly stable academic community.

But the contemporary scene has changed so that such roles are already somewhat anachronistic. Students appear on the scene with problems that do not fit any of the old categories. The swingers, demonstrators and drug users often don't respond to these kinds of treatment. Such familiar categories as adolescent rebellion against authoratarian parents, passive aggressive failure syndromes, introspective super-ego ridden youngsters experiencing their first struggles with sex away from home seem less frequent. There is a new amorphousness in both the students seeking help and in the culture that surrounds them. One sees problems in identity diffusion, peer group relationships, cultural alienation, drop outs from the system, psychotic looking drug reactions, drug induced apathy and a number of others. Fortunately such presenting problems have not yet been distilled into a rigid nosology around which crusty new specialties can be built.

Of necessity the role of the college counselor is changing. It is less passive, less stereotyped, more involved and more creative. The counselor has already moved into a variety of group leadership responses to student problems ranging from group therapy through sensitivity groups to rap groups. He is beginning to try to understand the social context and the situational matrix surrounding himself and the student. He is beginning to see that he must come out of the woodwork, that the student must have obvious human and humanizing figures in the university's often

beaurocratic mechanical context. He is beginning to understand what pathogenic structures are and how these can be changed through consultations with university personnel who have caretaking relationships to the student. He is almost ready to begin telling the social environment, including the university how he feels they create stress and pathology in young people.

In my judgement these budding awarenesses will be even more important in the university situation in the year 2000. The work of the university counselor in the year 2000 will need to be:

more interdisciplinary

more vocationally flexible

more culturally aware

more willing to affect changes in the structure

more open about his own values

more venturesome and less centralized in his work location

more responsive to situational dynamics

more innovative in his helping responses

The best contemporary model for fitting these qualities into a theoretical framework seems to me to be Caplan's[1] community mental health model. This model looks at the promotion of health or the prevention of illness at three levels (which can be seen in Table I). While the model developed by Caplan is a psychiatric model using more clinical language than is appropriate for a university community, the three levels of response to

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[1]Caplan, G. An Approach to Community Mental Health Greene & Stratton New York 1961.

human needs are still appropriate. The important thing in developing a concept of counseling services for a university community is to remember that the development of students must receive as much emphasis as the welfare[1] of students. This is simply to say that the promotion of growth is worth as much time, budget, and planning as the prevention of illness. In Caplan's model tertiary prevention refers to treatment or rehabilitation efforts, usually directed toward one person or small groups. The goal of the intervention is to bring persons in various states of ill-being to more satisfactory states of psychological equilibrium; or toward well-being. Many of the services offered by counseling centers have been of this nature.

Secondary level prevention efforts are directed at groups of caretakers in the community context. On the campus this could mean teachers, dorm directors, resident advisors, nurses, policemen, campus clergy, medical doctors and others. One major purpose of secondary prevention is early case finding, the detection of signs in people or situations that portend more serious personal difficulty ahead with the goal of providing interventions which will shorten the duration and lessen the intensity of any disequilibrium in persons and their environments. Since the aim of secondary prevention is to improve the capacity of caretakers to observe these early signs, to intervene in exploratory fact finding ways, to make positive environmental changes and to make appropriate referrals, methods used in secondary prevention are largely consultative and educational.

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[1]The terms welfare and development have well explicated meanings in the article by Eric Trist.

Primary prevention efforts are directed toward system changing in efforts to enhance the growth producing elements and decrease the pathogenic elements in the environment. In addition to educational and consultative techniques for staff at the administrative levels, efforts are made to inform decision makers of the human developmental or pathogenic possibilities of policies and structures. In a Type IV situation environmental changes cannot be successfully made by fiat but must have the consent and support of the majority of the constituency, that is the students. A non-inclusive design for counseling services based on the community mental health model can be seen in Table II.

The university counseling service of the year 2000 looks to me like a loose and flexible consortium of well-trained professionals with an on-the-spot team approach to situational problems but with stable centers for certain educational and therapeutic purposes. The following outline could be one of several such configurations:

I. Stable Centers

A. A computerized data bank giving immediate student-staff access to vocational and curricular material - preferably on a self-serve basis.

B. One or more reading and study skills centers developed as laboratory - library complexes with available tutors on duty from 9 A.M. to 12 P.M.

C. A testing center providing a full range of personality, vocational, intelligence and aptitude tests with special attention to cultural changes which call many contemporary instruments into question.

D. A Research Center focussed on the relationship between cultural change and behavior. Such a center could pretest the effects of proposed changes in university living arrangements, administrative chains, academic programs and other environmental changes potentially capable of creating stress.

E. A series of designated information centers manned by supervised students responding to any problems students might have, specializing in on-target referrals to appropriate professionals.

F. A series of locations for individual counseling and group work located in terms of the geographical, traffic and communication foci on campus.

II. Flexible Operations

A. An interdisciplinary team of trainers for caretakers.

B. A team of experts in "situational dynamics" who would be free to move on call to any center on campus where stress was being experienced whether living unit, academic department, etc.

C. A team of experts in group process ready to respond to any groups who wish an analysis of their interactions: faculty meetings, student government meetings, dorm meetings or any other.

D. A team of crisis support experts both lay and professional ready to respond in a supportive fashion to persons in drug crises, emotional crises, academic crises, homesickness, etc. not in an office, but on the spot.

E. A team of discussion group leaders trained to lead value discussions, rap groups, to meet in a non-pejorative manner with homophilic groups, drug groups and others.

This whole consortium could be held together by a coordinator of counseling services whose role was more professional than managerial. He would have responsibility for staff quality, training and tactics. Another person with administrative training might be in charge of budget and hardware. At the local level each of the stable centers would have its director and each of the teams its leader. There are a number of possibilities for working out the administrative lines and the structural interconnections. But this in a loose impressionistic manner is the incomplete vision that I derive from the cloudy crystal ball of the Counseling Center of the year 2000. If we live long enough we will experience the aptness of the quote from St. Paul "now I see through a glass darkly, but then face to face".

I would close this lecture by stating a belief that gives me hope in the midst of a Type IV situation, that is a situation of environmental turmoil. The long sweep of man's history convinces me that Chardin[1] is right in thinking that nature, including man, is moving in a process of teleological evolution. Chardin has demonstrated that all nature moves toward more highly explicated levels of complexity and consciousness.

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[1]Chardin, T. The Phenomenon of Man

Skipping over the biological evidences which Chardin used as the basis of his theory certain comments about social structure can be made in line with this principle. While society is torn by evidences of primitive violence in man, the issues at the center of strife are at more civilized levels of human development as time goes by. For instance, the long overdue liberation of impoverished persons and nations has begun. There is a growing recognition that attitudes of racial superiority or inferiority are diabolical. Expectations of freedom from want, happiness in marriage and good physical health are all appropriate aspirations of contemporary man.

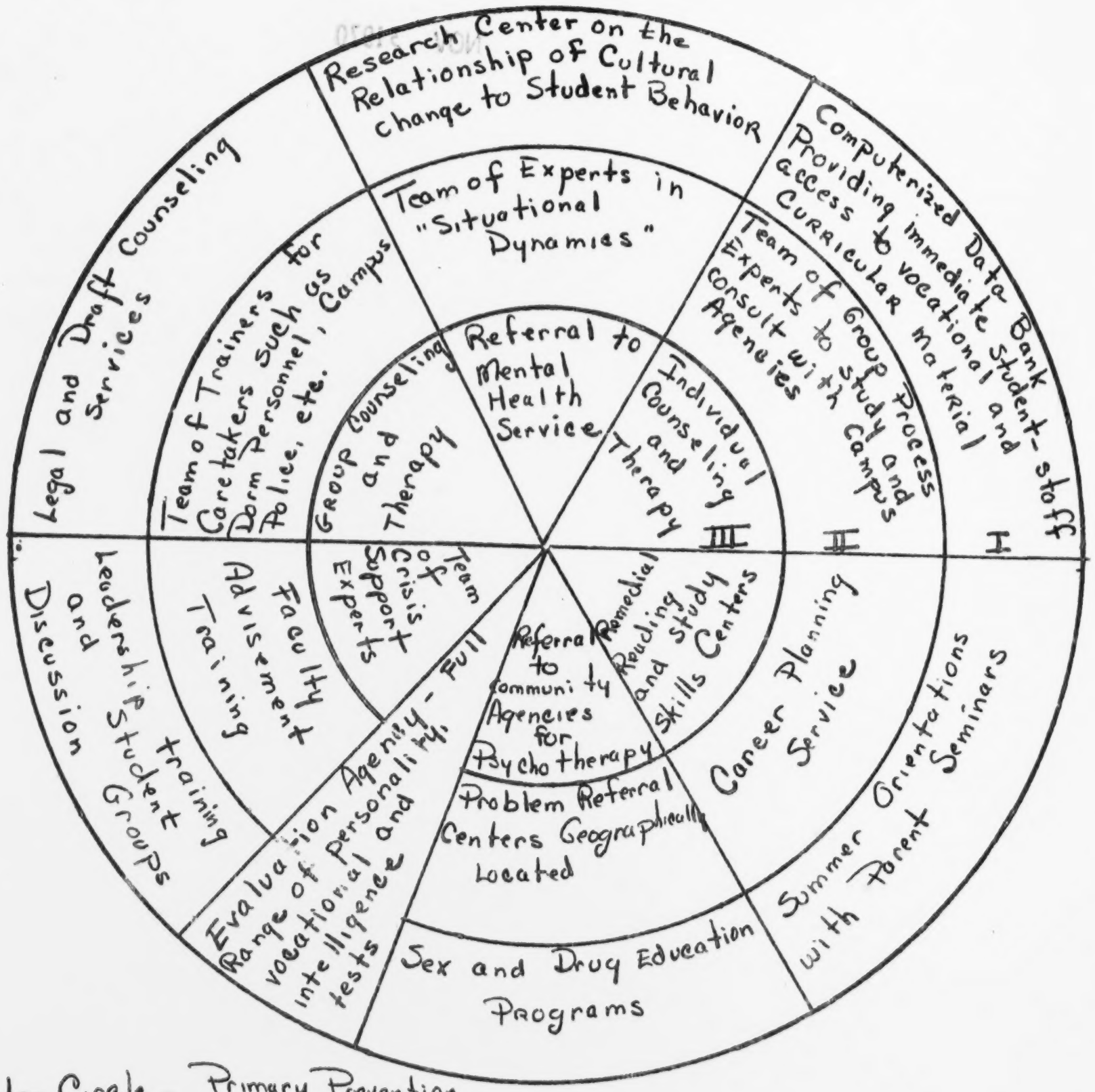
This telos can also be seen in the individual who experiences the urge to grow to his own greatest sense of being and, given the opportunity, will do so. Such an assumption is especially important in the process of counseling and psychotherapy. Only in this way can the counselor depend upon the client's willingness to accept the anxiety necessary to change. But this principle can also be applied to the behavior of groups of persons. Often when social change is in process the perceptual focus of the observor is on the symptoms of stress such as demonstrations, drop outs or psychopathology and not on the healthy evolution toward increased levels of humanness that is implicit in the social changes themselves. It is at least a possibility that the world will be better instead of worse in the year 2000, that new "steady states" will have been reached and we will experience a decrease in stress. If it should happen and it puts some of us out of a job let us rejoice and be exceedingly glad.

John L. Maes, Ph.D.

TABLE I

Level	Focus	Aim	Methods (Locus)	
			Clinical Setting	Extra-Clinical Setting
Tertiary prevention	Patient Client	Equilibrium	Treatment Counseling Rehabilitation Remedial services	Consultation: e.g., with teacher re: specific child
Secondary prevention	Caretakers teachers police clergy doctors nurses	Improve their functioning	Case discussion methods Seminars Screening Education	
Primary prevention	System	Changing system to promote growth and minimize stress		Consult with administrator Educate employees re: morale, etc. Communicate potential stress effects of changes in structure or policy

Table II


Research Center on the Relationship of Cultural Change to Student Behavior
Computerized Data Bank Providing immediate student-staff access to vocational and curricular material
Legal and Draft Counseling Services
Team of Experts in "Situational Dynamics"
Team of Trainers for Caretakers such as Dorm Personnel, Police, etc. Campus
Team of Experts to study and consult with Agencies Process
Group Counseling and Therapy
Referral to Mental Health Service
Individual Counseling and Therapy
III
II
I
Leadership Student Groups and Discussion training
Faculty Advisement Training
Team of Crisis Support Experts
Referral to Community Agencies for Psychotherapy
Remedial Reading and study Skills Centers
Career Planning Service
Agency - Full Evaluation Range of personality, vocational and intelligence tests
Problem Referral Centers Geographically Located
Sex and Drug Education Programs
Summer Orientations with Parent Seminars

Outer Circle - Primary Prevention
Middle Circle - Secondary Prevention
Inner Circle - Tertiary Prevention